DOCUMENT RESUME

ED 328 685 CE 056 779

TITLE	Project T.E.A.M. (Technical Education Advancement Modules). Final Report.
INSTITUTION	Greenville Technical Coll., S.C.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Sep 90
CONTRACT	V199A90094-89
NOTE	60p.; For related training modules, see CE 056 780-788.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Awareness; Career Choice; Career Education; *Employment Opportunities; Employment Potential; Employment Projections; Futures (of Society); *Instructional Materials; Job Skills; *Material Development; Program Development; Publicity; *Public Relations; *Technical Education; Technical Occupations; Technological Advancement; *Technological Literacy; Two Year Colleges

ABSTRACT

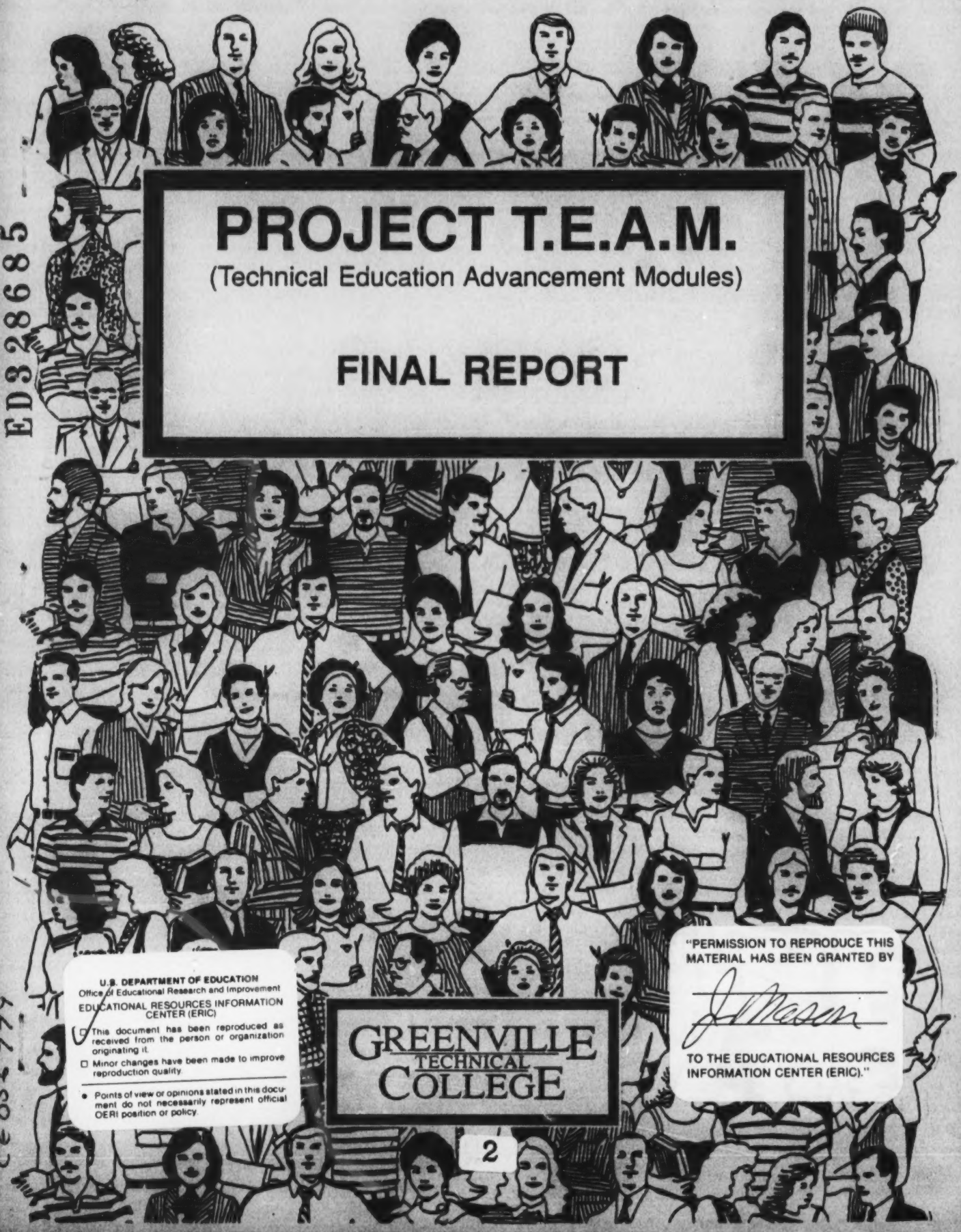
Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training, created an introductory technical training program and a consumer education package emphasizing the benefits of technical training. The curriculum and training focus of the project began with an assessment of employee needs in terms of the skill and aptitude requirements of industrial positions, especially in Greenville County, South Carolina. From this assessment, training modules were developed. Some modules were generic and applicable to a variety of technical job categories; the remainder addressed employer-specific needs. To secure students for the generic technical training program, unemployed, underemployed, or existing industry employees whose skills needed upgrading were evaluated on standardized tests stressing mathematics and verbal competency levels. Industry-specific modules were made available to area companies for use in training their existing labor force. Modules were selected by each participant company and employees were notified of scheduling. The promotional aspects of Project TEAM were directed toward the objective of increasing public interest in and regard for technical careers. Career awareness brochures were developed to educate the public, and particularly students, on technical occupations and opportunities. A speaker's bureau was formed and a video stressing this theme was produced. The project created materials, produced publicity, and enrolled a total of 672 students in technical literacy training. As a result, the industries of the community have a greatly enhanced number of trained technical employees to consider for career opportunities. (A third-party project evaluation and seven brochures are appended.) (KC)

ED328685

PROJECT T.E.A.M.

(Technical Education Advancement Modules)

FINAL REPORT



GREENVILLE TECHNICAL COLLEGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Mason

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE054779

FINAL REPORT

V199A90094-89
COOPERATIVE DEMONSTRATION PROGRAM
FOR HIGH TECHNOLOGY TRAINING

FUNDING AGENCY: Office of Vocational and Adult Education
U. S. Department of Education

GRANTEE: Greenville Technical College
Greenville, South Carolina

DATE OF REPORT: September 1990

TITLE OF PROJECT: Project T.E.A.M. (Technical Education Advancement Modules)

INTRODUCTION:

It was the purpose of Project T.E.A.M. to demonstrate that the shortage of skilled employees facing our industrial society could be effectively impacted by a focused introductory technical training program and a consumer education package emphasizing the benefits of technical training. The project was divided into the two components of (1) training and (2) public awareness.

The need addressed by Project T.E.A.M. is the national issue of a shortage of trained labor in a work setting demanding technical skills. The entry-level employee lacks the basic skills of reading, math, communication, and technical understanding necessary to perform the jobs available in "high tech" industries. In other words, the skills simply do not meet the job qualifications.

Nationally, according to "Workplace 2000" (a report funded by the Department of Labor), there are very specific skill mismatches existing in industry today. The report predicts that by the end of the decade at least 30 percent of all jobs in America will require post-secondary education. It is not that America's children are not being educated, researchers say. The problem is that they are not being educated fast enough and at sophisticated enough levels to keep pace with the advances and upgrading of jobs.

The Population Reference Bureau, a private study group, reports in "America in the 21st Century: Human Resource Development" that jobs for the unskilled and poorly educated are disappearing and that future employment will require, if not higher education, at least good communication skills and basic ability in math and reading.

The situation in Greenville County, South Carolina, reflects this national trend. Greenville County has an illiteracy rate of more than 22 percent and a high school dropout rate exceeding 30 percent. The area has proven an attractive industrial setting for high tech companies, yet their personnel needs cannot fully be met here. Training the unemployed, underemployed, and existing employees who need to upgrade basic technical skills is an answer.

In addition to the lack of adequate preparation in basic technical skills, there is also a public lack of interest in and regard for technical careers. This attitude is the result of inadequate knowledge concerning these careers and their increasingly attractive benefits. The public's low regard of technical education and technical employment discourages young people from considering these fields, leaving many of them ill-prepared for any promising career.

With these two issues in mind, Project T.E.A.M. was envisioned as a means to develop a program that would both train workers and enlighten the public. While these two elements work toward a common goal, they formed two distinct areas of activity.

The curriculum development and training focus of the grant began with an assessment of employee needs in terms of the skill and aptitude requirements of industrial positions. From this assessment, training modules were developed; some generic and applicable to a variety of technical job categories, the remainder addressing employer-specific needs.

To secure students for the generic technical training program, unemployed, underemployed, or existing industry employees whose skills needed upgrading were evaluated on standardized tests, stressing math and verbal competency levels. Applicants whose scores were too low for eligibility in the program were referred to remedial instruction. Those with adequate scores were enrolled.

Industry-specific modules were available to area companies for use in training their existing labor force. Modules were selected by each participant company and employees were notified of scheduling.

The promotional aspects of Project T.E.A.M. were directed toward the objective of increasing public interest in and regard for technical careers. Career awareness brochures were developed to educate the public, and particularly student populations, on technical occupations and opportunities. In addition, a speakers bureau was formed to carry a similar message to targeted audiences. As a tool to assist in this educational effort, a video was produced, again stressing the theme of technical opportunity.

The one and one-half year project provided for both the development and demonstration of products. Those products included the training methodology, training modules, promotional literature, and the video production.

OBJECTIVES

Specific objectives for Project T.E.A.M. include:

1. **TO ASSESS TECHNICAL LITERACY NEEDS FOR 20 EMPLOYERS.**

In order to determine the technical training needed for entry-level industrial employees, an assessment team was recruited from area companies. Industries were advised of the project through press releases and direct

contacts. The direct contacts were made to acquaint company representatives with the objectives and proposed procedures of the grant and to invite their participation in the needs assessment.

Companies which chose to be included on the assessment team sent representatives to a DACUM (Developing A CUrriculuM) Workshop which was charged with the task of identifying areas of technical understanding needed for employee training. The two-day workshop resulted in the development of a chart outlining the desired subject topics as well as the skills and/or tasks to be included in each. This chart was then referred to a still larger group of industries for a review and ranking of the training needs. The final result of the DACUM Needs Assessment Process was a validated chart of suggested subjects and a ranking of the level of importance given each task or skill within that subject. Companies involved were:

Michelin Tire Company
Hoechst-Celanese Corporation
Advanced Composite Materials Corp.
James River Corporation
  Plant #3
  Plant #5
Homelite, Division of Textron, Inc.
SEW-Eurodrive
Digital Equipment Corporation
Steel Heddle Manufacturing Co.
General Electric Company
Wanger Systems
Alexander Machinery, Inc.
Cryovac, Division of W. R. Grace & Co.
Lucas Industries
Cincinnati Milacron
Milliken and Company
  Judson Plant
  Cushman Plant
Kemet Electronics
  Simpsonville Plant
  Mauldin Plant
Wilson Sporting Goods
Bausch and Lomb
Exide
Symco, Inc.

2. **TO DEVELOP COURSEWORK FOR 15 TRAINING MODULES**

The DACUM Needs Assessment Chart was utilized as the framework for course development. Course content experts were contracted to develop modules in the

subject areas identified on the DACUM chart. The ranking of the skills and tasks by the assessment team gave direction to the developers on items to stress and those that might be minimized or omitted. The Needs Assessment Chart clearly and adequately provided the appropriate direction for the generic training package and was equally appropriate for the industry-specific training needs of the majority of participant companies. Early experiences in the training program and additional industry specific needs, however, demonstrated the desire for modules not included in the original assessment. These modules were added as an enhancement to the training program.

The training modules developed are:

Introduction to Safety
Orientation to Manufacturing
Introduction to Measurement
Interpersonal & Communication Skills
Introduction to Statistical Process Control
Statistical Process Control
Introduction to Applied Math, Part I
Applied Math, Part II (Algebra, Word Problems)
Applied Math, Part III (Trigonometry)
Applied Math, Part IV (Boolean Algebra)
Introduction to Hand Tools
Introduction to Blueprints
Introduction to Computers
Introduction to Metrics
Job Search Skills
Introduction to Industrial Physics
Introduction to Plant Floor Operation
Fundamentals of Workplace Integration

3. **TO DEVELOP A GENERIC PRE-TECHNICAL PACKAGE OF TRAINING MODULES**

As a culmination to the Needs Assessment process, a presentation was made to participant industry representatives outlining the newly developed Project T.E.A.M. coursework. These representatives were asked to advise project staff of the generic courses they would like to have offered as a pre-employment training package. This input resulted in the designation of the following courses for the Industry Training Certificate Program:

Orientation to Manufacturing
Introduction to Applied Math, Part I
Introduction to Measurement
Introduction to Hand Tools
Introduction to Statistical Process Control
Introduction to Computers
Interpersonal & Communication Skills

With the training package in place, industries were then invited to join Greenville Technical College in offering the program. By endorsing the project, an industry would:

(1) jointly advertise with Greenville Technical College to announce the program
(2) Guarantee a job interview to all program graduates

4. **TO SCREEN 700 INDIVIDUALS TO DETERMINE ELIGIBILITY FOR THE TECHNICAL LITERACY PROGRAM**

Following public advertisement of the availability of the pre-employment training package, interested individuals were invited to register for testing that would determine their eligibility to enter the program. This assessment of individual skill levels in math and reading utilized portions of the Tests of Adult Basic Education (TABE). In order to qualify for Project T.E.A.M., scores

of a 10.5 grade level equivalency in reading and a 9.0 grade level equivalency in math were required. These scores were determined by a review of the course texts to establish the reading and/or math levels needed for comprehension.

During the project period, 11 testing dates were offered and a total of 815 individuals were tested.

Inplant offerings of the technical literacy curriculum did not require eligibility testing. Generally, industries opened these courses to all interested employees.

5. **TO PROVIDE REMEDIAL COURSES FOR 300 INDIVIDUALS INELIGIBLE FOR THE TECHNICAL LITERACY PROGRAM DUE TO LOW SCORES.**

All individuals failing to qualify for placement in the Project T.E.A.M. Industry Training Certificate Program were offered the alternative of entering Greenville Technical College's Adult Education program in order to upgrade their math and/or reading skills. As with the certificate program, the decision to register was totally left to the student. Project staff did, however, encourage registration as a means to improve the chances of later eligibility for the full training program as well as to improve one's overall career opportunities.

During the project period, 462 individuals were invited to participate in the remedial program due to their level of insufficient test scores. They were advised by letter of their eligibility for the Adult Education remedial program under the provisions of the grant and asked to meet with project staff for admissions and registration assistance. From the number to whom the program was offered, 78 registered for Adult Education classes.

6. **TO ENROLL 300 INDIVIDUALS INTO THE TECHNICAL LITERACY PROGRAM**

Project T.E.A.M. involved two phases of technical literacy training: the "pre-technical" or pre-employment package and the industry-specific or "inplant" training courses.

During the project period, four sections of the pre-employment curriculum were scheduled. The total number enrolled for this instructional package was 217. Of this number, 175 finished the seven course package, a completion rate of 81 percent.

Industry specific training was coordinated with seven companies. Each company determined the courses to be made available to their employees. It was the responsibility of the company to recruit employees for training, to provide a classroom and to establish any release time or compensation policies.

Project T.E.A.M. provided a total of 20 technical literacy courses to the participating companies. Enrollment for these programs reached 455.

The total number enrolled in the two phases of technical literacy training was 672, far exceeding the projected figure.

7. **TO PROVIDE JOB INTERVIEWS FOR UP TO 300 PERSONS COMPLETING THE TECHNICAL LITERACY PROGRAM.**

As students in the pre-employment training phase of Project T.E.A.M. completed the required coursework, they were invited to participate in a certificate awards ceremony to which all companies endorsing the program were also invited. During the ceremony, information on application procedures was distributed and time was provided for individuals to informally meet and talk with company representatives.

As part of the commitment to participate as a Project T.E.A.M. endorser, each company agreed to interviev all program graduates who might seek

application with them. The decision to apply with a particular company and the follow through in doing so were left to the individual. It was the student's option to apply with any or all of the companies involved.

Of the 175 completing the Project T.E.A.M. pre-employment coursework, all were provided the opportunity to apply and to initiate the interviewing process. In tracking students it was learned that 71 percent of those responding had proceeded with discussing employment opportunities with the participating companies.

A majority of the 672 total enrollees in technical literacy training were either underemployed or in need of upgrading skills in their existing positions. It is reasonable to assume that the training opportunity, especially when provided inplant, paved the way for evaluations and promotions within the existing employment arena. This is substantiated by the fact that 83 percent of the companies participating in inplant training indicated that the Project T.E.A.M. training would serve to advance the career opportunities of those involved in the program.

8. **TO EVALUATE THE RESULTS OF THE TECHNICAL LITERACY TRAINING PROGRAM.**

In order to determine the success of Project T.E.A.M. both in terms of the training provided and the impact on individual employment advancement, an indepth evaluation of students and companies was undertaken.

As each student completed a class, an evaluation of instructional materials and class procedures was requested. This information was utilized to aid instructors and staff in revising materials where necessary and addressing any obvious problems.

Subsequent to completing the pre-employment training package, students were individually contacted for an assessment of their perception of the program and

its impact on their employment status. Follow-up was initiated approximately six weeks after program completion to allow an opportunity for interviewing and job placement. Those in earlier classes were contacted at two intervals - immediately after training and six months later. Students in remedial instruction were also contacted to determine the results of that program.

Employer satisfaction with Project T.E.A.M. was also measured. Companies who worked with the pre-employment phase evaluated that area of training, while companies offering industry-specific courses measured the effectiveness of that program.

The results of the program evaluation are found in Appendix A.

9. **TO COMPILE AND PRINT A REPORT ON THE PROGRAM METHODOLOGY AND RESULTS.**

The report on the program's training methodology was developed as a separate manual and is included as Appendix B.

10. **TO COORDINATE AN ADVERTISING CAMPAIGN FEATURING BUSINESS/INDUSTRY SPOKESMEN THAT WILL BE SUPPLEMENTED BY FUNDS FROM BUSINESS/INDUSTRY.**

11. **TO DEVELOP AND DISTRIBUTE CAREER BROCHURES TO 14 LOCAL HIGH SCHOOLS.**

The promotional phase of Project T.E.A.M. was directed toward the objective of increasing public interest in and regard for technical education. The advertising campaign ran concurrently with the training process and included the following components:

Career awareness brochures for students grades 8-12
Speakers Bureau for student groups, as well as parent and professional organizations
Video for use by speakers and counselors

Project T.E.A.M. worked in conjunction with the Articulation Program, a consortium of the School District of Greenville County and Greenville Technical College in developing the promotional campaign. Through this collaboration,

eight brochures were developed addressing the career planning issues of students in grades 8-12. These brochures aid in emphasizing the opportunities of technical careers and enhancing the image of technical employment. In addition, the information provided directs students in selecting the high school courses that will properly prepare them for the technical career path. Copies of each brochure are included in Appendix C.

Also in conjunction with the Articulation Program, a "High-Tech" Speakers Bureau was established, trained, and placed in operation. The purpose of the Speakers Bureau is to help middle and high school students, Parent Teacher Associations, educators, and the community at large become more aware of:

-growing career options in technical fields, especially in engineering and applied science,
-the two-year technical college as a major avenue to "high tech" careers,
-the expectations that higher education and employers typically have of high school graduates pursuing technical careers.

Speaking engagements are met by a "Speaking Team" consisting of the following:

-Articulation Coordinator
-Career Center representative (School District of Greenville County)
-Greenville Tech representative
-Industry representative

Current industry representatives include:

-Fluor Daniel
-Cunningham-Waters Construction Company
-Advanced Composite Materials Corporation
-IBM Corporation
-Michelin Training Center
-Custom Staffing, Ltd.
-Amoco Performance Products

The Speakers Bureau began service in March 1989 and has provided presentations 1-2 times monthly during the academic year.

To enhance the activities of the Speakers Bureau and as an added tool for counseling and community outreach, Project T.E.A.M. produced the video entitled "Door Ways." The video is a twelve minute trip through the day dreams or

fantasies of a graduating high school senior. The viever witnesses his thoughts of all the fun times of his high school days. Then the scene transfers to the fears brought on by a dead-end future caused by the failure to consider and prepare for that time to come. Countering this picture is the brighter future offered by planning and guidance.

"Door Ways" received instant acceptance upon its completion and introduction to the community. In addition to its use by the Speakers Bureau, it has been placed with all middle and high school counselors of Greenville County, South Carolina, as well as the School District's ETV Newtwork.

12. **TO PUBLICIZE THE PROGRAM THROUGH SUCH RESOURCES AND PUBLICATIONS AS:**

The American Association of Community and Junior Colleges
The Chronicle of Higher Education
Engineering Education
American Technical Education Association
Educational Television programs
American Vocational Journal

Reports explaining the methods and activities of Project T.E.A.M. were submitted to the following journals: "The Training and Development Journal" published by the American Society for Training and Development and "The Journal of Counseling and Development" published by the American Association for Counseling and Development.

Project T.E.A.M. was also presented at two conferences. Dr. Kay Grastie, Vice President for Education at Greenville Technical College, made the presentation for the National Alliance of Community and Technical Colleges in March 1989. Joan Mason, Project Director, spoke on the project during the American Vocational Association Conference in December 1989.

Local publicity included interviews on the following:

WSPA Radio - The Bill Drake Morning Show (February 12, 1990)

WSPA - TV - March 5, 1990 on the 11:00 p.m. News

- March 6, 1990 on the 7:25 a.m. and Noon News

WYFF - TV - FORUM (March 20, 1990)

13. **TO DISTRIBUTE THE PROJECT'S REPORT OF METHODOLOGY AND RESULTS TO POSTSECONDARY INSTITUTIONS AND TO BUSINESS AND INDUSTRY.**

The project report has been mailed to postsecondary institutions in South Carolina, to the Greenville Chamber of Commerce, and to participating industries.

14. **DEVELOP A DETAILED MANUAL FOR DISTRIBUTION BY REQUEST TO POSTSECONDARY INSTITUTIONS AND BUSINESS/INDUSTRY REPRESENTATIVES. THERE WILL BE A SMALL CHARGE TO COVER ONLY THE COST OF PRINTING COPIES OF THE COURSEWORK FOR THE MODULES AND SAMPLE ADVERTISING PRODUCTS.**

The report on training methodology has been printed as a detailed manual for other institutions and organizations to use as a guide for replication of the program. This manual and all other products of the grant will be made available upon request. In addition, copies have been sent to the Department of Education for distribution to ERIC and to the regional Curriculum Coordination Centers.

SUMMARY AND CONCLUSION

Project T.E.A.M. far exceeded expectations in both the training and public awareness components of grant activity. Enrolling 300 individuals into the technical literacy program was initially considered an overly optimistic target, but proved to be quite achievable. Likewise, the consumer education activities,

while not easily measurable, received eager acceptance by the community and should do much to foster the continuing success of technical education as a viable option in the career development marketplace.

The objectives of Project T.E.A.M. were clearly met and often surpassed. Because of this project, the industries of this community have a greatly enhanced number of trained technical employees to consider for career opportunities. More importantly, however, the project has demonstrated the ongoing need for basic technical training as an employment pre-requisite. This awareness has led to improvement in school/community relations and has resulted in the continuation of training programs with a number of Project T.E.A.M. companies subsequent to the conclusion of grant activity.

The recipients of training are, most likely, the primary beneficiaries. These 672 individuals are now better qualified for the opportunities they seek and more likely to meet with added career growth.

While Project T.E.A.M. met with tremendous success in developing a model methodology for industry/education cooperation, there were recognized caveats that should be noted.

1) Job Placement - Project T.E.A.M. was not designed, nor advertised, as a job placement program. However, students finishing the pre-employment training package were promised job interviews with participating companies. In some cases, economic circumstances caused companies to postpone interviews. Naturally, this disenchanted students and was a difficult factor with which to deal. Still, the majority of students realized their personal gain from having been a part of this project and were well satisfied with the networking opportunities provided.

2) Remedial Education - As noted earlier, 462 individuals were provided the opportunity for remedial instruction through Project T.E.A.M. Only 78 persons enrolled in this phase of the program. The option must be left to the individual, but added recruitment effort may be a means to encourage greater participation.

In summary, Project T.E.A.M. has met both the short-term needs of industry for a skilled labor force and the long-term community need for a better

understanding of the opportunities of technical education. Because of this effort, the educational community and the business sector have gained. Workers/students are better prepared, employers receive more highly skilled employees, and the local economy is made stronger.

APPENDIX A

PROJECT EVALUATION

EVALUATION

V199A90094-89

COOPERATIVE DEMONSTRATION PROGRAM FOR HIGH TECHNOLOGY TRAINING

PREPARED BY
THE DEMINT MARKETING GROUP
SEPTEMBER 1990

Evaluation

V199A90094-89

Cooperative Demonstration Program for High Technology Training

Funding Agency: Office of Vocational and Adult Education
U. S. Department of Education

Grantee: Greenville Technical College
Greenville, South Carolina

Evaluator: The DeMint Marketing Group
Greenville, South Carolina

Date of Evaluation: September 1990

Title of Project: Project T.E.A.M.
(Technical Education Advancement Modules)

Overview: Project Management and Administration

Project T.E.A.M. was initiated through the Career Advancement Center of Greenville Technical College. The purpose of the project was to demonstrate that industry, which faces a serious shortage of skilled employees, could be positively impacted through a focused introductory technical training program and a consumer education package emphasizing the benefits of technical training.

Upon careful review of materials related to project implementation, as well as discussions with the Project Director and industry participants, it is evident that Project T.E.A.M. was successful in fulfilling its original purpose and in meeting the stated objectives as reviewed on the following pages.

The project was staffed as indicated in the grant. Teaching staff were contracted as needed. Regarding timeliness of project completion, it ran on schedule in every phase with the exception of the video production. This took longer than anticipated due to the required bidding process that preceded the contract award to a production company.

The project stayed within the grant budget and three phases actually came in under budget. Although more people received training than were originally budgeted, the total budget allowance for this phase was not expended. The development of training modules also came in under budget. The adult education phase came in under budget due to the fact that fewer people took advantage of this opportunity than anticipated. Budget records are maintained in the Business Office at Greenville Technical College.

Record keeping for Project T.E.A.M. was exceptional. Three large notebooks contain records of all activities throughout project implementation, including copies of all correspondence. Individual files were kept on every person who took a test to initiate entry into the program, whether or not he / she was accepted. These files include test scores, records of attendance and other valid information. Files were also kept on those who entered the adult education program. Industry-specific files for in-house training are available, including separate files for each course taught. Survey forms and results of a follow-up study with all participants and industries are also maintained in files.

The above findings indicate that Project T.E.A.M. was managed in a most professional and efficient manner. According to responses given by industry representatives through a "spot check", as well as survey data, the project was very well managed, ran smoothly, and proved to be beneficial overall to the industries and individuals involved.

Meeting of Objectives

1. To assess technical literacy needs for 20 employers.

Project T.E.A.M. was successful in involving the proposed number of area companies (20) in the assessment effort to determine industry-specific employee training needs. Overall, the participating companies are leaders in the industrial community and employ significant numbers of technical individuals.

The assessment team was appropriately recruited through press releases and direct contacts. The direct contacts served to acquaint company representatives with project objectives and procedures, initiate positive working relationships with these individuals, and personally invite their participation in the needs assessment.

The two-day DACUM (Developing A CUrriculuM) Workshop proved to be an effective means of involving representatives from participating companies in identifying the areas of technical understanding that are required for employee training. Through the workshop, a detailed chart was developed including recommended subject categories and the skills / tasks associated with each category. In order to further refine the chart and validate the recommendations, a larger group of industries participated in reviewing and ranking the training needs indicated.

This DACUM Needs Assessment Process provided a thorough, concise method which resulted in a validated chart of subjects, as well as a ranking of level of importance for each skill / task.

2. To develop course work for 15 training modules.

The DACUM Needs Assessment Chart provided a concise, solid framework for the development of modules and course work by contracted course content experts. Further direction was provided through the ranking of importance of skills / tasks, leading to the development of an appropriate generic training package and industry-specific program which meets the training needs of the majority of participating companies. The program was expanded with additional modules after initiation based on industry input regarding additional needs.

The final result was a comprehensive group of training modules, the basis for which was recommended, reviewed, ranked and validated by representatives whose companies will directly benefit from the program.

3. To develop a generic pre-technical package of training modules.

The involvement of industry by Project T.E.A.M. was further enhanced through a presentation of the newly-developed course work to Needs Assessment participants and a request for their input regarding the generic courses that would be most beneficial to them in a pre-employment training package -- the Industry Training Certificate Program.

This consistent involvement of industry representatives led to their sense of "ownership" in the program, laying the groundwork for an invitation by Greenville Technical College to join in endorsing the project. Nine industries participated in the effort through advertising and by guaranteeing a job interview to all program graduates.

4. To screen 700 individuals to determine eligibility for the technical literacy program.

The screening process implemented by Project T.E.A.M. was effective in determining the math / reading skill levels required for comprehension and success in the program, providing appropriate assessment of these basic skills, and providing ample opportunity for scheduling a testing date (11 dates available). The public was well-informed about this opportunity through newspaper advertising. Project T.E.A.M. exceeded their objective by testing a total of 815 individuals.

5. To provide remedial courses for 300 individuals ineligible for the technical literacy program due to low scores.

The provision of alternative instruction for those who failed to qualify for the Industry Training Certificate Program met the needs of a number of individuals for basic skills enhancement. Eligible individuals received sufficient information regarding the program and were strongly encouraged to register for participation. However, this decision was, appropriately, left to the individual student. Although the opportunity was made available to 462 individuals, only 78 participated.

6. To enroll 300 individuals into the technical literacy program.

Project T.E.A.M. was extremely successful in this phase by enrolling a total of 672 in technical literacy programs -- more than twice as many individuals as projected. The two phases offered -- "pre-technical" or pre-employment and industry-specific or "in-plant" training -- constituted a package offering that met the needs of individuals at both levels.

The completion rate of 81% for the pre-employment curriculum indicates a successful effort. The response to the industry-specific literacy training was tremendous, indicating a clear need for and interest in these programs. This additional involvement of industry in coordinating the "in-plant" training effort served to further solidify working relationships between Greenville Technical College and industry in a joint effort to meet the educational needs of individuals and growing technical expertise needs of area companies.

7. To provide job interviews for up to 300 persons completing the technical literacy program.

Students completing the pre-employment training phase were provided with ample opportunity to receive information regarding application procedures and to meet with company representatives. Again, it was the student's decision on whether to apply and interview, although all graduates of the program had a guaranteed interview.

The in-plant technical literacy training was very successful in advancing career opportunities of participants, as indicated by 83% of participating companies. The fact that the majority of the 672 enrollees were either unemployed or in need of skill enhancement, provides further support for the benefits of this program to industry and individuals in the work force.

8. To evaluate the results of the technical literacy training program.

The evaluation process undertaken by Project T.E.A.M. was thorough, involving both participating students and companies. Survey studies were completed with all categories of participants, yielding an acceptable measure of program effectiveness in terms of success of training provided and impact of employment advancement. Both raw data and percentages are provided in the Final Report.

Student evaluations included instructional materials, class procedures, perception of program and impact on employment status. Follow-up occurred six weeks after completion of the program which allowed sufficient time for interviewing and job placement. Remedial students were also surveyed to track results. Employers were surveyed regarding their satisfaction with the program.

9. To compile and print a report on the program methodology and results.

The report prepared on Project T.E.A.M.Training Methodology provides a thorough and accurate explanation of the procedures undertaken in implementation. Also included are copies of all materials related to each stage of the process, such as communication pieces, forms, charts, lists, etc.

The specific sections of the document are Training Methodology, Needs Assessment, Curriculum Development and Development of Pre-Employment Package, Recruiting Industry Partners, Public Advertising / Information Distribution, Assessment, Training, Job Skills Training / Counseling, Employment Applications / Interviews, In-House Training, and Remedial Instruction.

Due to the clear, concise manner in which this document was compiled, it will serve as an excellent resource tool for other institutions in implementing a similar program.

10. To coordinate an advertising campaign featuring business / industry spokesman that will be supplemented by funds from business / industry.

11. To develop and distribute career brochures to 14 local high schools.

The promotional campaign for Project T.E.A.M. addressed objectives 10 and 11 stated above. The campaign included a series of informational brochures, a professional Speaker's Bureau and a video presentation.

The 14 brochures which were completed and distributed to high school students emphasized the advantages of technical careers in an effort to meet the project's promotional objective of increasing interest in and regard for technical education. The content of the brochures was written in a manner that is appropriate and intelligible for students, as well as effective in conveying the tremendous opportunities offered through technical careers.

In addition to the career brochures, a well-organized, professional high-tech Speaker's Bureau contributed to the effort through the provision of presentations to key target groups one to two times monthly during the academic year. Because this Bureau included representatives from business / industry, it fulfilled the objective to feature business and industry spokespersons in the promotional effort.

To enhance group presentations, a video was produced to enhance the image of technical education. The video is successful in identifying with the student and the decisions they face. Technical careers are conveyed in a very positive manner with a high-tech look. Project T.E.A.M. has done an excellent job of getting additional "mileage" out of the video by providing copies to all middle and high school counselors in Greenville County, South Carolina; as well as the School District's ETV network.

12. To publicize the program through such resources and publications as:

The American Association of Community and Junior Colleges
The Chronicle of Higher Education
Engineering Education
American Technical Education Association
Educational Television programs
American Vocational Journal

Project T.E.A.M. was successful in the pursuit of promotional opportunities. Arrangements were made with the local electronic media for coverage including three interviews on television news programs and one radio interview.

Reports regarding Project T.E.A.M. methods and activities were submitted to two professional journals.

The project was also presented at two major professional conferences, which serves to enhance the reputation of Greenville Technical College and increases interest among other institutions in pursuing a similar grant and opportunity to assist in the educational needs of individuals and the need for enhanced technical expertise in US industry.

13. To distribute the project's Report of Methodology and Results to post-secondary institutions and to business and industry.

Project T.E.A.M. has achieved this objective by mailing copies of the report to post-secondary institutions in South Carolina, to the Greenville Chamber of Commerce, and to participating industries.

14. Develop a detailed manual for distribution by request to post-secondary institutions and business / industry representatives. There will be a small charge to cover only the cost of printing copies of the course work for the modules and sample advertising products.

Project T.E.A.M. has fulfilled this objective by completing the development of a comprehensive manual which will serve as an effective resource guide for program duplication and by sending copies to the Department of Education for distribution to ERIC and to the regional Curriculum Coordination Centers. The manual and other products of the grant will be made available upon request.

PROJECT T.E.A.M.

GENERIC PRE-EMPLOYMENT PROGRAM

PARTICIPANT FOLLOW UP TOTALS

Number Completing Program 175

Number Responding to Follow Up 122

Have you found the training received through Project T.E.A.M. to be helpful? 84 (70%) Yes 36 (30%) No* 2 Did not answer

Have you entered the application/interview process?
87 (71%) Yes 35 (29%) No

Have you found new employment as a result of your training?
34 (28%) Yes

Have you continued existing employment?**
70 (57%) Yes

Are you currently unemployed? 18 (15%) Yes

Comments:

* Many appraised the helpfulness of the program solely on the basis of the number of interviews received.

** Many were promoted by existing employers. Others were satisfied with current positions and found training to be an asset within this existing framework.

GREENVILLE TECHNICAL COLLEGE

PROJECT T.E.A.M.

INDUSTRY EVALUATION FORM TOTALS

CONTENT

Were course offerings appropriate to the job skill needs of your company? 7 (100%) Yes 0 No

Were you satisfied with the following:

Accessibility of the program to the public

6 (86%) Yes 0 No 1 (14%) No Response

Materials presented 7 (100%) Yes 0 No

Number of hours of instruction 7 (100%) Yes 0 NO

OUTCOME

Were you able to fulfill interview requests of those graduating?*
3 (42%) Yes 0 No 2 (29%) Some 2 (29%) No Response

Were students interviewed qualified for positions with your company? 5 (71%) Yes 0 No 2 (29%) Some

Did the Project T.E.A.M. coursework improve their level of qualification? 7 (100%) Yes 0 No

* At the time of course completion, many companies were experiencing a lack of employment opportunity. This climate is improving for some of the sponsor companies, and the commitment to interview T.E.A.M. graduates remains strong.

GREENVILLE TECHNICAL COLLEGE

PROJECT T.E.A.M.

IN-PLANT TRAINING EVALUATION FORM TOTALS

CONTENT

Were course offerings appropriate to the job skill needs of your company? 6 (100%) Yes 0 No

Were you satisfied with the following:

Materials presented? 6 (100%) Yes 0 No

Instructor preparation? 6 (100%) Yes 0 No

Instructor presentation? 5 (83%) Yes 1 (17%) No

Number of hours of instruction? 6 (100%) Yes 0 No

OUTCOME

Did training prove beneficial to the productivity of the company?

6 (100%) Yes 0 No

Did training prove beneficial to the individual employee?

6 (100%) Yes 0 No

Will training serve to advance the career opportunities of those participating? 5 (83%) Yes 0 No 1 (17%) Unclear

PROJECT T.E.A.M.

UPGRADING PROGRAM

PARTICIPANT FOLLOW UP TOTALS

Number Registered: 77

Number Responding to Follow Up: 31 (40%)

Were you satisfied with the instruction received?
30 (97%) Yes 1 (3%) No

Were you satisfied with your success in the program?
29 (94%) Yes 2 (6%) No

Were you able to enroll in Project T.E.A.M. or other job training programs as a result of the upgrading program?
7 (23%) Yes 24 (77%) No

Did upgrading have any impact on your employment status (new job, promotion, etc.)? 3 (10%) Yes 28 (90%) No

APPENDIX B

TRAINING METHODOLOGY

METHODOLOGY REPORT INCLUDED AS
SEPARATE ATTACHMENT

APPENDIX C

CAREER BROCHURES

College
is more affordable
than you thought!
GREENVILLE
TECHNICAL
COLLEGE

ARTICULATION: A WAY TO SAVE YOU MONEY!

Articulation coordinates high school business, health, vocational, and academic programs of The School District of Greenville County with similar programs offered at Greenville Technical College.

Greenville Technical College and the School District are working together to prepare graduates for the demands and opportunities of the future. The common goal is to encourage all students to obtain a quality education to qualify for rewarding employment.

EARN A SALARY WHILE YOU LEARN!

Cooperative Education (CO-OP) allows you to be employed in a job related to your area of study. While earning a salary, you receive academic credit for documented work experience.

Through the articulation of high school and Greenville Technical College CO-OP programs, you can continue your CO-OP experience from high school to college. After college graduation, you can include up to three years work experience on a resume. This is a great advantage in a competitive job market!

YOU MAY QUALIFY FOR 4 QUARTERS OF FREE TUITION AT TECH!

Each year, Greenville Technical College awards **Vocational Scholarships** to graduates from each business, health, and vocational education program in each of the 4 career centers of The School District of Greenville County. As a vocational student, you may qualify for one of these scholarships.

Vocational Scholarships are renewable for four consecutive quarters—one full year of free tuition to Greenville Technical College. That's a tremendous savings in college tuition fees!

Each career center instructor selects an outstanding student to receive the Vocational Scholarship. The student must demonstrate the ability to do the work in the occupational field of study. The student should exert notable effort in vocational studies and should be interested in higher education.

If you are enrolled in a typical vocational education program, you may have better than a 1 in 10 chance to receive a Vocational Scholarship.

A LOCAL EMPLOYER MAY BE WILLING TO PAY YOUR WAY TO COLLEGE!

As a result of articulation between the School District and Greenville Technical College, many high school graduates are benefitting from the **Technical Scholarship Program** at Greenville Technical College.

In the Technical Scholarship Program, over 150 local companies help students obtain their technical education at almost no cost. Students may earn a salary and receive college credit for planned job experiences. They may even be awarded a full scholarship for tuition and books!

GREENVILLE TECHNICAL COLLEGE AWARDS 14 LILLIAN SIMPSON SCHOLARSHIPS IN DISTRICT HIGH SCHOOLS EACH YEAR!

Each year, a selected student in each of the 14 high schools of The School District of Greenville County receives the **Lillian Simpson Scholarship.**

The Lillian Simpson Scholarship pays for 4 quarters of tuition at Greenville Technical College.

COLLEGE IS MORE AFFORDABLE THAN YOU THOUGHT!
CHECK THESE OPTIONS.

- Vocational Scholarships
- Lillian Simpson Scholarships
- Cooperative Education Program
- Technical Scholarship Program

FINANCIAL AID PROGRAMS

Greenville Technical College provides a variety of Financial Aid Programs such as grants, loans, and work on Campus to assist students who have financial need.

- Pell Grant
- Supplemental Education Opportunity Grant
- Guaranteed Student Loan (GSL)
- Supplemental Loans for Students and Loans for Parents (PLUS)
- College Work-Study (CWSP)
- Scholarships based on merit, merit and need, or financial need.

Every student has an opportunity for one or more scholarships or financial aid programs.

YOU CAN AFFORD TO GO TO COLLEGE AT GREENVILLE TECHNICAL COLLEGE!

For more information about scholarships and financial aid programs at Greenville Technical College,

Contact:

Student Financial Aid
Greenville Technical College
Box 5616
Greenville, SC 29606-5616
(803) 239-3008

Your school principal or counselor or . . .

Donaldson Career Center
Director
Donaldson Industrial-Air Park
Greenville, SC 29605
(803) 277-3656

Enoree Career Center
Director
108 Scalybark Road
Greenville, SC 29609
(803) 246-7250

Foothills Career Center
Director
Rt. 1, St. Mark's Road
Taylors, SC 29687
(803) 292-7675

Golden Strip Career Center
Director
1120 East Butler Road
Greenville, SC 29607
(803) 288-1842

Published by the Articulation Program,
The School District of Greenville County
Box 2848, Greenville, SC 29602
Telephone: 803-299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, students, the general public, applicants for employment, educational programs, activities, or access to facilities.

CREDIT

You already may have earned college credit through your high school vocational study

GOING TO COLLEGE HAS JUST BEEN MADE EASIER!

You can earn college credit through high school vocational study. (This is possible because of an ARTICULATION PROCESS between The School District of Greenville County and Greenville Technical College.)

ARTICULATION coordinates similar vocational programs taught in high school and at Greenville Technical College. As a result of this coordination, duplication and gaps are reduced when you continue your study at Tech.

If you complete a vocational education program in high school or at a career center, you may qualify to exempt courses at Greenville Technical College. This process will save you time, effort and money.

***EXEMPTION* OF ONE OR MORE TECHNICAL COURSES IS POSSIBLE IN THE FOLLOWING GREENVILLE TECHNICAL COLLEGE PROGRAMS:**

BUSINESS

Office Systems Technology
- Associate Degree
- General Office Diploma
- Bookkeeping Certificate
- Clerk-Typist Certificate

Accounting
Food Service Management
- Food Service Assistant

HEALTH CAREERS

Allied Health Sciences Division
- Dental Assisting
- Medical Laboratory Technician
- Optometric Assistant
- Pharmacy Technician
- Physical Therapist Assistant
- Radiologic Technician

Nursing Division
- Associate Degree Nursing
- Licensed Practical Nurse (LPN)
- Surgical Technology
- Emergency Medical Technology

ENGINEERING TECHNOLOGIES

Engineering Graphics Technology (Drafting)
Machine Tool Technology (Machine Shop)
(plus a variety of other engineering programs)

INDUSTRIAL TECHNOLOGIES

HVAC Technology (Heating, Air Conditioning and Ventilation)
Automotive Technology and the Dealer Service Technician Program
Auto Body Repair
Carpentry
Computer Electronics Technology
Industrial Electronics Technology
- Industrial Electricity

Industrial Mechanics
Welding

EXEMPT ACADEMIC AND TECHNICAL COLLEGE COURSES

Articulation credit earned in some high school vocational education programs can be transferred to a four-year college program.

If you have completed high school Advanced Placement courses such as English, physics, or biology, you should qualify to exempt those college courses at Greenville Technical College.

TO RECEIVE GREENVILLE TECHNICAL COLLEGE CREDIT FOR YOUR HIGH SCHOOL STUDY, FOLLOW THESE STEPS:

1. Ask your high school or career center business education, health occupations, or vocational education teacher for a recommendation to exempt courses at Greenville Technical College.

2. Visit your high school or career center counselor:
   a. Arrange to take the Greenville Technical College Asset Test or the SAT.
   b. Sign a release for your high school transcript to be sent to Greenville Technical College. Request that your transcript be mailed to the Admissions Office.

3. Prior to Greenville Technical College registration, contact the department head of the program in which you plan to enroll. (Your business, health, or vocational teacher can help you.)

4. Ask the Greenville Technical College department head to schedule the exemption exam at least two weeks prior to registration.

5. At Greenville Technical College registration, check to see that the Registrar received a form indicating the courses that you will be exempting.

For additional information on exemption of courses, contact:

Your school principal or counselor or ...

Donaldson Career Center
Director
Donaldson Industrial-Air Park
Greenville, SC 29605
(803) 277-3656

Enoree Career Center
Director
108 Scalybark Road
Greenville, SC 29609
(803) 246-7250

Foothills Career Center
Director
Rt. 1, St. Mark's Road
Taylors, SC 29687
(803) 292-7675

Golden Strip Career Center
Director
1120 East Butler Road
Greenville, SC 29607
(803) 288-1842

Greenville Technical College
Admissions Office
Box 5616
Greenville, SC 29606-5616
(803) 239-3008

Published by the Articulation Program,
The School District of Greenville County
Box 2848, Greenville, SC 29602
Telephone: 803-299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, students, the general public, applicants for employment, educational programs, activities, or access to facilities.

89

WANTED . . .
. . . high school students with a desire to earn a starting salary in the $25,000 a year range. Excellent benefits and advancement potential. A good high school background and an associate degree from Greenville Technical College are the keys to entering this type of rewarding "high tech" employment. See your guidance counselor for details!

DO YOU HAVE PLANS FOR AFTER HIGH SCHOOL GRADUATION? WOULD YOU LIKE TO BE EARNING $25,000 A YEAR?

WHY NOT PREPARE FOR ONE OF THE EXCITING AND PROFITABLE "HIGH TECH" CAREER OPPORTUNITIES!

A representative for a major Greenville industry recently wrote a letter to job placement coordinators at the four career centers in The School District of Greenville County. The letter pointed out a problem in the Greenville-Spartanburg area; *a critical shortage of skilled technicians.*

The industry needs two-year associate degree graduates of Greenville Technical College in the following areas:

- **MECHANICAL-ENGINEERING TECHNOLOGY**
- **ELECTRO-MECHANICAL ENGINEERING TECHNOLOGY**
- **ELECTRONICS ENGINEERING-TECHNOLOGY**

In order to attract qualified technicians to these areas of need, the industry is offering salaries of about **$25,000 A YEAR TO START!**

To enter a rewarding "high tech" field, you need a solid high school background and additional education at the two-year technical college level. Engineering, industrial, health, and business fields have strong and growing demands for employees with this type of preparation.

SOME AMAZING FACTS

TWO-YEAR DEGREE ENGINEERING TECHNICIANS CAN EARN SALARIES HIGHER THAN MANY FOUR-YEAR COLLEGE GRADUATES WITH LIBERAL ARTS DEGREES.

GENERALLY, TEN TECHNICIANS ARE EMPLOYED FOR EVERY ENGINEER according to local employers. Often, there is only a small difference in pay between the two-year and four-year trained engineering professional.

ALMOST UNLIMITED CAREER OPPORTUNITIES ARE AVAILABLE TO CAPABLE TECHNICIANS. Opportunities include promotion and advancement into mid-management.

A FOUR-YEAR DEGREE CAN BE COMPLETED IN AS FEW AS TWO ADDITIONAL YEARS by those who carefully plan their two-year associate degree studies.

COLLEGE IS AFFORDABLE because of a number of scholarships, CO-OP and Technical Scholar programs, and financial aid packages.

WILL YOU QUALIFY TO ENTER AN EXCITING TECHNICAL FIELD?

(Use this checklist and be sure!)

- ❑ **FIND YOUR CAREER INTERESTS.**
  Talk to a teacher or counselor. Explore books such as the *Occupational Outlook Handbook*. Take advantage of career testing at a small fee and free counseling available from Greenville Technical College.
- ❑ **ASK QUESTIONS.**
  Talk to people working in career fields that interest you. Ask them what academic and technical skills are needed for success in their fields.
- ❑ **PLAN YOUR HIGH SCHOOL COURSES CAREFULLY.**
  Enroll in math, science, and English courses that will prepare you for success in a technological society. Work to achieve a good grade point average.
- ❑ **BEGIN YOUR "HIGH TECH" PREPARATION IN HIGH SCHOOL.**
  Enroll in a career center or high school vocational program. This will allow you to find out more about your field of interest. You will begin to develop technical as well as new academic skills.
- ❑ **LEARN MORE ABOUT THE ARTICULATION PROGRAM WITH GREENVILLE TECHNICAL COLLEGE.**
  Find out how you can obtain college credit based on your high school occupational studies.

A good high school academic preparation is needed for success in higher education and employment in technical fields.

These high school courses will help you prepare for your future.

High school courses you should take if interested in "high tech" employment in the following fields:	Algebra I (Algebra I-A + Algebra I-B)	Basic Geometry (Geometry)	Trigonometry	Physics (Principles of Technology)	Chemistry	Biology
Engineering Technologies (Drafting, Manufacturing . . .)	X	X	X	X		
Industrial Technologies (Aircraft, Automotive . . .)	X			X		
Electronics	X	X	X	X		
Computer Repair	X			X		
Accounting	X					
Computer Technology (Business)	X			X		
Allied Health Technologies	X				X	X
Nursing	X				X	X

College Preparatory English and Computer Literacy are recommended strongly for most "high tech" career fields.

Ask your teacher or counselor to recommend academic courses you should take to prepare for living and working in a technological society.

PREPARE NOW FOR THE FUTURE!

For Additional information about preparing for vocational study in high school or about technical careers,

Contact:

Your teacher or counselor or . . .

Donaldson Career Center
Director
Donaldson Industrial-Air Park
Greenville, SC 29605
(803) 277-3656

Enoree Career Center
Director
108 Scalybark Road
Greenville, SC 29609
(803) 246-7250

Foothills Career Center
Director
Rt. 1, St. Mark's Road
Taylors, SC 29687
(803) 292-7675

Golden Strip Career Center
Director
1120 East Butler Road
Greenville, SC 29607
(803) 288-1842

Greenville Technical College
Admissions Office
Box 5616
Greenville, SC 29606-5616
(803) 239-3008

Published by the Articulation Program,
The School District of Greenville County,
Box 2848, Greenville, SC 29602
Telephone: 803-299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, students, the general public, applicants for employment, educational programs, activities, or access to facilities.

Take A Peek
Through The
Door To
Your Future!

EXCITING OPPORTUNITIES ARE OPEN TO YOU DURING THE NEXT TWO YEARS OF HIGH SCHOOL!

You can begin your career preparation and a career while in high school.

Does one of the growing number of "high tech" industrial, service, health, or business fields interest you? If so, consider a vocational program at a career center or in your high school.

Vocational programs offer some unique advantages.

1. Begin training for a financially rewarding career.
2. Gain "hands-on" experience in solving problems with advanced "high tech" equipment.
3. Consider Cooperative Education. CO-OP allows you to earn while you learn. And, you get academic credit for your job experience.
4. Exempt similar courses at Greenville Technical College. Through articulation, you get credit for what you already know. That saves you time, effort, and money.
5. Qualify for one of the many vocational scholarships to Greenville Technical College. Each career center vocational program can send one scholarship student to Greenville Technical College.

Career centers offer a growing number of exciting programs. Which one from the list below best suits you?

- ❑ Agriculture
- ❑ Air Conditioning
- ❑ Auto Body Repair
- ❑ Auto Mechanics
- ❑ Building Construction
- ❑ Computer Repair
- ❑ Cosmetology
- ❑ Drafting
- ❑ Electricity
- ❑ Fashion Merchandising
- ❑ Food Service
- ❑ Graphic Communications
- ❑ Health Occupations
- ❑ Horticulture
- ❑ Hotel/Motel Management
- ❑ Industrial Mechanics
- ❑ Information Systems
- ❑ Machine Tool Technology
- ❑ Masonry
- ❑ Metal Fabrication
- ❑ Office Occupations
- ❑ Plumbing & Pipefitting
- ❑ Small Engine Repair
- ❑ Tailoring
- ❑ TV Production

IMPORTANT QUESTIONS YOU SHOULD BE ASKING ABOUT YOUR FUTURE

Q. IS FURTHER EDUCATION AFTER HIGH SCHOOL NEEDED?

A. A growing number of jobs are requiring technical knowledge and skills that are obtained at a two-year technical college. In a "high tech" society, you will need more than a high school education to get ahead.

Q. DOES VOCATIONAL EDUCATION PREPARE ME FOR FURTHER EDUCATION?

A. Yes! You get an opportunity to explore today's technology in theory as well as practice. Vocational studies help you understand how math and science apply to real job situations.

Q. HOW IMPORTANT ARE HIGH SCHOOL GRADES?

A. Grades indicate how well you have mastered your high school studies. They show how you have applied yourself to a task also.
Extra effort now can keep you from wasting time, effort, and money later. It is much easier to do your best in high school today than to require developmental studies in the future.

Q. CAN I AFFORD COLLEGE?

A. Greenville Technical College is an affordable choice for one, two, or more years of higher education. Through the University Transfer Program, you can reduce the cost of a four year degree. Scholarships and financial aid programs make Greenville Technical College affordable for anyone.

HOW TO SELECT A VOCATIONAL PROGRAM OF STUDY

Tour a career center. Follow these suggestions to make the most of your visit.

1. **Prepare questions** about career fields or technical programs that interest you. Be ready to ask questions.

2. **Look and listen** carefully during your tour.

3. **Talk to students** you meet at the career center. Ask them what they like about their program of study.

4. **Ask for help** from your high school teacher or counselor as you consider a vocational program that will prepare you for your career goal.

Visit Greenville Technical College with your class or individually.

THE OPPORTUNITIES ARE THERE! TAKE ADVANTAGE OF THEM.

For information about vocational programs offered in career centers or about Greenville Technical College programs, contact:

Your teacher or counselor or . . .

Donaldson Career Center
Director
Donaldson Industrial-Air Park
Greenville, SC 29605
(803) 277-3656

Enoree Career Center
Director
108 Scalybark Road
Greenville, SC 29609
(803) 246-7250

Foothills Career Center
Director
Rt. 1, St. Mark's Road
Taylors, SC 29687
(803) 292-7675

Golden Strip Career Center
Director
1120 East Butler Road
Greenville, SC 29607
(803) 288-1842

Greenville Technical College
Admissions Office
Box 5616
Greenville, SC 29606-5616
(803) 239-3008

Published by the Articulation Program,
The School District of Greenville County
Box 2848, Greenville, SC 29602
Telephone: 803-299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, students, the general public, applicants for employment, educational programs, activities, or access to facilities.

Are You Ready For The World Of Technology?

ARE YOU READY FOR THE WORLD OF TECHNOLOGY?

This technological world is full of new career choices never before available. Unlimited career opportunities are awaiting you!

Today's job market requires people with up-to-date knowledge and skills. To compete, you are going to need a high school background that prepares you to reach your career goals.

The high school courses you study should prepare you for possible continued learning at several levels:

- 11th and 12th grade vocational education studies
- two-year technical college degree studies
- four-year university degree studies
- employment "on-the-job" training

The "high tech" job market is exciting and growing. It's competitive also. To get a good paying job, you need a good education.

To enter work as a technician, you should plan on study at the two-year college level. Even if you are planning to enter work as an apprentice directly after high school, you will need to be prepared to continue to learn to be productive.

Are your high school courses preparing you for your education and career options?

YOU NEED A STRONG ACADEMIC BACKGROUND FOR THE FUTURE!

Do you ever ask yourself, "Will I need these things I am learning? Why am I taking these classes?

Here is a list of basic subjects and how they relate to your future! Remember, your success in further education and employment is linked to your basic high school education.

ENGLISH In today's technological society, good reading, writing, and verbal skills are important for success in most jobs. The ability to communicate is important also for advancement, especially at the growing mid-management level.

MATH More and more jobs today are technically based. Math is a key skill in performing most good paying jobs. Many careers now require some general knowledge of the principles of algebra, geometry, or trigonometry. Some careers based strongly on math skills include computer-aided drafting, computer repair, electronics, many health technologies, and most engineering fields.

SCIENCE Physics or Principles of Technology (applied physics) is needed in most engineering, industrial, and service fields. Biology and chemistry courses are needed to enter higher education in health-related fields. Chemistry is suggested also for some service fields such as auto body repair, industrial maintenance, and heating and air conditioning.

COMPUTER LITERACY The use of computers grows daily. An introductory computer course will help you in most fields. It is strongly recommended for higher education and for work in drafting, engineering, industrial maintenance, health, and computer technology fields.

To prepare for continued learning and a rewarding career after high school, select strong English, math, and science courses, NOW!

HOW WELL CAN YOU DO ON THIS CAREER QUIZ?

1. All it takes to get a good paying job is to complete high school.

   FALSE: *Most good paying jobs require some education beyond high school.*

   The majority of jobs are being entered through education at the two-year college level.

2. All "big" salaries go to people with a university degree.

   FALSE: *Because of our growing "high tech" world, engineering graduates of two-year colleges like Greenville Technical College can earn more than many four-year liberal arts university graduates.*

3. You need to do your best in school now if you want to succeed when you graduate.

   TRUE: *Your high school background prepares you to continue to learn to remain productive or advance in your career.*

4. There is no need to think about the future now. It is best to wait and see what happens.

   FALSE: *You can't afford to be wrong on this question! Technology is changing the world and education. To get a good paying job you need a good education. Your career planning needs to begin* ***NOW!***

For help in selecting the right classes for your future, talk to your teacher, counselor, and parents.

Published by the Articulation Program,
The School District of Greenville County
Box 2848, Greenville, SC 29602
Telephone: 803-299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, students, the general public, applicants for employment, educational programs, activities, or access to facilities.

YOU CAN HELP ANSWER THE NEED

. . . FOR HIGHLY TRAINED TECHNICIANS

BEGIN PLANNING TODAY SO YOUR SERVICES WILL BE NEEDED TOMORROW!

In Prevocation or Industrial Technology study, you learn more than just about "high tech" careers. You get a head start toward your own exciting and rewarding career.

By enrolling in a vocational program in high school, you can begin building your qualifications for a "high tech" career.

Want to begin work in your career field while still in high school? Investigate Cooperative Education.

A high school vocational program can help you obtain a scholarship for further education at Greenville Technical College.

Greenville Technical College should be an important option in your career planning. One or two additional years of education invested at Greenville Technical College will help you begin work as a technician. Being a Greenville Technical College graduate improves your chances for better pay, job security, and advancement.

IT'S YOUR CHOICE!

Select A High School Vocational Program That Will Give You A Head Start In Your Career.

- ❑ Agriculture
- ❑ Air Conditioning
- ❑ Auto Body Repair
- ❑ Auto Mechanics
- ❑ Building Construction
- ❑ Computer Repair
- ❑ Cosmetology
- ❑ Drafting
- ❑ Electricity
- ❑ Fashion Merchandising
- ❑ Food Service
- ❑ Graphic Communications
- ❑ Health Occupations
- ❑ Horticulture
- ❑ Hotel/Motel Management
- ❑ Industrial Mechanics
- ❑ Information Systems
- ❑ Machine Tool Technology
- ❑ Masonry
- ❑ Metal Fabrication
- ❑ Office Occupations
- ❑ Plumbing & Pipefitting
- ❑ Small Engine Repair
- ❑ Tailoring
- ❑ TV Production

IDENTIFY CAREER FIELDS THAT INTEREST YOU!

Selecting a career is a most important decision. These suggestions may help you.

1. Match your abilities with a career field. Ask yourself:
   - What type of things interest me?
   - What are my best subjects?
   - Take advantage of career testing at a small fee and free counseling available from Greenville Technical College.
2. Discover what careers involve.
   - Read about jobs and careers in the library.
   - Use the SCOIS computer terminal at your school.
3. Weigh the good and bad points of career fields.
4. Find out what jobs are in demand in your community.
5. Identify the education needed for success in careers that interest you. Attend Career Fairs at Greenville Technical College.
6. Learn where you can obtain the education needed to enter career fields.

Lots of people will be glad to help you with your career planning. Discuss your options with your teachers and counselors. Talk to your parents and other adults you know.

START YOUR CAREER PLANNING TODAY!

These suggestions will help you successfully plan for your career.

1. Set a career goal.
2. Enroll in high school courses that prepare you for your career.
3. Select a high school vocational program that will help you in your career field.
4. Do your best in your academic and vocational studies.

These high school courses will help you prepare for your future.

High school courses you should take if interested in "high tech" employment in the following fields:	Algebra (Algebra I-A + Algebra I-B)	Basic Geometry (Geometry)	Trigonometry	Physics (Principles of Technology)	Chemistry	Biology
Engineering Technologies (Drafting, Manufacturing . . .)	X	X	X	X		
Industrial Technologies (Aircraft, Automotive . . .)	X			X		
Electronics	X	X	X	X		
Computer Repair	X			X		
Accounting	X					
Computer Technology (Business)	X			X		
Allied Health Technologies	X				X	X
Nursing	X				X	X

Learn more about vocational programs that can prepare you for exciting "high tech" careers.

Contact:
Your teacher or counselor or . . .

Donaldson Career Center
Director
Donaldson Industrial-Air Park
Greenville, SC 29605
(803) 277-3656

Enoree Career Center
Director
108 Scalybark Road
Greenville, SC 29609
(803) 246-7250

Foothills Career Center
Director
Rt. 1, St. Mark's Road
Taylors, SC 29687
(803) 292-7675

Golden Strip Career Center
Director
1120 East Butler Road
Greenville, SC 29607
(803) 288-1842

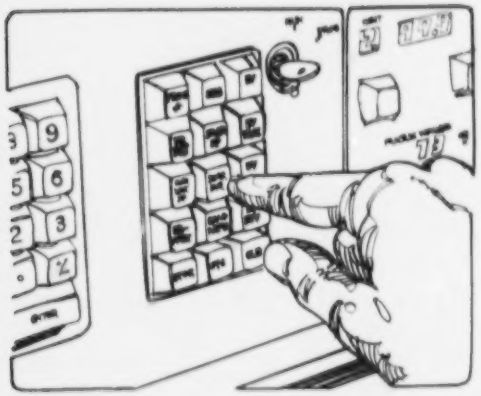
Greenville Technical College
Admissions Office
Box 5616
Greenville, SC 29606-5616
(803) 239-3008

Published by the Articulation Program,
The School District of Greenville County
Box 2848, Greenville, SC 29602
Telephone: (803) 299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, students, the general public, applicants for employment, educational programs, activities, or access to facilities.

89

Are You Preparing For Your Future?



YOU NEED A STRONG HIGH SCHOOL PREPARATION FOR THE FUTURE!

Technical jobs are growing in number. Knowledgeable and technically skilled employees are in high demand.

Most jobs in the future are going to require education beyond high school.

The majority of tomorrow's jobs are going to be filled by graduates of two-year colleges like Greenville Technical College.

Two-year technical college graduates earn good pay. Some two-year graduates begin at salaries higher than four-year liberal arts college graduates.

A two-year technical college education is affordable!

WHAT WILL *YOU* BE DOING IN 4-6 YEARS?

Now is the time for you to begin matching your abilities to possible career interests.

Are You Making Plans For After High School?

What are your goals in high school? Have you set goals for after high school?

Are the subjects that you are studying now preparing you to compete at a four-year college, at the community's two-year technical college, or in skilled employment directly after high school graduation?

A "technical preparatory" plan of study provides several options. Stronger math, science, and English courses better prepare you to continue your education at a two-year technical college. And, you will be better prepared for a good job in a "high tech" world.

The preparation you get in high school will make a difference. It will help determine your future success. It will determine the options open to you after high school graduation also.

THESE SUGGESTIONS MAY HELP YOU EXPLORE CAREERS THAT INTEREST YOU

1. **READ BOOKS** about careers that interest you.

2. **LOOK AND LISTEN.** Keep your eyes and ears open when visiting new places. Look for people doing jobs that you find interesting.

3. **TALK TO PEOPLE** in careers that interest you. Ask them what they like and don't like about their jobs.

4. **VISIT CAREER FAIRS.** Attend Career Fairs held at high schools, shopping malls, and Greenville Technical College.

   Contact the Greenville Technical College Information Center (239-3076) to learn about Career Fairs, College Nights, and career orientations offered on the Campus.

5. **ASK FOR HELP** from your teacher, counselor, and parents. They can help you identify careers that suit your abilities.

6. **IDENTIFY THE EDUCATION NEEDED** to enter career fields that interest you.

For further information about a "technical preparatory" course of study in high school, talk to your teacher or counselor.

Published by the Articulation Program,
The School District of Greenville County
Box 2848, Greenville, SC 29602
Telephone: 803-299-0706

The School District of Greenville County and Greenville Technical College do not discriminate on the basis of age, race, sex, color, handicap, religion, or national origin in dealing with employees, the general public, applicants for employment, educational programs, activities, or access to facilities.